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ABSTRACT

The outreach activities component of the Responsive Environment Program for Spanish American Children (REPSAC), an extremely successful early childhood bilingual intervention program in Clovis, New Mexico, enabled the project to provide replication services to various local education agencies requesting such services. During 1977-78, student services were provided on-site at the replication centers (7 school districts and 3 Head Start Centers, all located in isolated areas in New Mexico). A specially designed and equipped motor coach took training to the replication centers. This training was evaluated by an external evaluation team via classroom visits; site visits with administrators, teachers, and aides; self-evaluation questionnaires from the trainees and trainers; and a review of various records/logs maintained by the outreach team. A follow-up study of former REPSAC students, who in 1977-78 were in grades 4-6, was conducted. Findings included: learning aptitude scores (IQ) remained relatively stable from the initial testing in the fall of 1971 to the testing in the spring of 1978; English language development scores gained substantially after the first year of intervention and again at the end of the second year of intervention; Spanish language development scores showed the greatest amount of fluctuation since the initial testing in 1971; the test results indicated that 90% of former REPSAC students were in regular classrooms and 10% in special education classes; and 2 students had been retained 1 grade and 5 students had required special assistance. (Author/NQ)

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FINAL EVALUATION REPORT
July 1, 1977-May 26, 1978
Third Year

OUTREACH ACTIVITIES (Replication and Training Services) of the RESPONSIVE ENVIRONMENT PROGRAM FOR SPANISH AMERICAN CHILDREN (REPSAC)

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TITLE: Outreach Activities (Replication and Training Services) of the Responsive Environment Program for Spanish American Children: End of Year Evaluation Report, 1977-78 (Third Year Evaluation Study)

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IDENTIFIERS: New Mexico (Clovis)

ABSTRACT: The outreach activities component of PEPSAC, an extremely successful early childhood bilingual intervention program in Clovis, New Mexico, enabled the project to provide replication services to various local education agencies requesting such services. During 1977-78, student services were provided on-site at the replication centers (7 school districts and 3 Head Start Centers, all located in isolated areas in New Mexico).

Training was taken to the replication centers by a specially designed and equipped motor coach. Evaluation of

the training was conducted by an external evaluation team via: classroom visits; site-visits with administrators, teachers, and aides; self-evaluation questionnaires from the trainees and trainers; and a review of various records/logs maintained by the outreach training team.

A follow-up study of former REPSAC students, who in 1977-78 were in grades 4-6, was conducted. Findings included: learning aptitude scores (IQ) have remained relatively stable from the initial testing in the Fall of 1971 to the testing in the Spring of 1978; language development scores in English gained substantially after the first year of intervention and again at the end of the second year of intervention; from the REPSAC exit point in the Spring of 1973, a slight but consistent increase in scores has been noted; language development scores in Spanish have shown the greatest amount of fluctuation since the initial testing in 1971; the test results indicate that 90% of former REPSAC students are in regular classrooms and 10% in special education classes; and two students have been retained one grade and 5 students have required special assistance.

FOREWORD

This evaluation report describes the effect of the Outreach Activities of the Responsive Environment Program for Spanish American Children (REPSAC) during the period July 1, 1977-May 26, 1978. This is the final report for this activity as the 1977-78 school year was the final year of funding.

This report is the result of a continuing external evaluation study (1975-78) conducted by B. E. Askins and Associates which is an independent consultant and service organization with its direction primarily through various faculty members of the College of Education, Texas Tech University.

This report was prepared and submitted in accordance with the Approved Continuation Evaluation Proposal for 1977-78 dated October 15, 1976 and the Educational Evaluation Agreement dated April 15, 1977.

Billy E. Askins, Ed.D.
Coordinator of Evaluation and Research
May, 1978

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SECTION I

INTRODUCTION

This report presents the results of an external evaluation study of the Outreach Activities Component of the Responsive Environment Program for Spanish American Children (REPSAC), Clovis Municipal Schools, Clovis, New Mexico during the period July 1, 1977-May 26, 1978. This report is part of a continuation evaluation study conducted by B. E. Askins and Associates which is an independent consultant and service organization with its direction primarily through various faculty members of the College of Education, Texas Tech University.

The Parent Center (REPSAC)

The major purpose of REPSAC was to serve as an effective early educational intervention for 3-, 4-, and 5-year-old "high risk" Spanish American children living in the area served by the Clovis Municipal Schools, Clovis, New Mexico. Children were considered "high risk" as a result of their low birth weight, 5½ pounds or less, and who would probably have accompanying handicaps as they entered the first grade. This program attempted to demonstrate that such an early intervention could provide such children the experiences necessary to succeed and remain in the educational mainstream.

REPSAC, which started operation in September, 1971,* aimed at providing successful experiences using the concept of responsive environment for Spanish American children in the areas of developing language ability in English and Spanish and in improving cognitive and affective development. REPSAC was considered a demonstration project and, in developing, drew heavily upon three experimentally developed models in early childhood education: the New Nursery School; the responsive environment concept; and Project LIFE (Language Instruction to Facilitate Education). Also, the Piaget Early Childhood Curriculum (parts translated in Spanish) were used.

Purpose and Description of the Outreach Activities

The purpose of adding the outreach activities to the parent center (REPSAC) was to give the project the capability of providing specific training in adopting/adapting and implementation of the REPSAC model to various local education agencies, including Headstart Centers, requesting such services.

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*For references pertaining to the operation and evaluation of the program during 1971-78, see Bibliography (4-10).

A unique feature of this service was the capability of a training team taking the training to the schools in a specifically designed and equipped motor coach.

Some areas of training provided to the schools and Headstart Centers included:

1. Identification and treatment of children with special needs through direct services and/or referral.

2. Assisting teachers and aides to meet the special needs of their children.

3. Identifying handicapped children through screening.

4. Relating good teaching techniques to the developmental level of the children as determined by the screening procedures.

5. Training personnel to administer various screening instruments.

6. Working with teachers and aides on techniques of individualizing instruction to meet special needs.

7. Management of handicapped children.

School districts which requested comprehensive and on-going training included: Dora, Floyd, Ft. Sumner, Grady, House, Melrose, and Clovis (all located in New Mexico).

In addition to the on-going training provided to the above mentioned school districts, a series of 1-week workshops were planned to be conducted at the parent center focusing on the practical problems of organizing, planning, and implementing an effective preprimary program for children in New Mexico.

Headstart Centers participating in the training included: Carlsbad, Artesia, and Eastern Plains (all located in New Mexico).

The outreach activities were divided into three major areas: advisory and training, diffusion, and evaluation.

Advisory and Training

The major goal of this area was to assist the participants to adopt/adapt and implement the REPSAC model including training the teachers and aides to acquire competencies in working with young, high risk, and handicapped children using the concept of responsive environment. The instructional team to provide the training originally consisted of specialists in

the area of special education, speech therapy, early childhood education, and bilingual education; however, for the majority of the 1977-78 school year only one person was available to provide services.

Diffusion

The parent center (REPSAC) operated as a service and demonstration center for the state of New Mexico and parts of West Texas. Sponsored invitational seminars were planned to be held so as to exchange information with administrators, agency heads, state school officials, and other decision-makers.

Evaluation

Evaluation of the outreach activities was conducted internally and externally. The internal evaluation was conducted by the director and staff of REPSAC, and the external evaluation was conducted by an evaluation team as described in this document.

Purpose of the External Evaluation

The purpose of the external evaluation was to collect and provide information necessary for decision-making relative to the objectives of the outreach activities. This external evaluation was recognized to be a way to improve, therefore, much emphasis was placed upon formative evaluation procedures. Evaluation results were furnished to the program director, the LEA, and to the funding agency.

Major elements of the external evaluation included:

1. Providing a variety of professional personnel appropriate to the evaluation of the activities including: personnel to perform site-visits, providing feedback to the training staff, analysis, report writing, and coordination.

2. Developing and following the evaluation design for each of the two primary functions of the outreach activities - advisory and training and diffusion. (The evaluation design for each function is described later in the proposal).

3. Preparing two interim and the final evaluation reports.

SECTION II

EVALUATION DESIGN

During the 1977-78 school year, the external evaluation consisted mainly of summative types of evaluation of the two primary functions of the outreach activities. Although funding for 1977-78 was not provided for continuing the follow-up study of former REPSAC students as they progressed through the public schools, the project director and the external evaluation team volunteered their services to test the students so as to have one more additional year of data.

The evaluation design for the major functions of the outreach activities are presented in the following paragraphs.

Advisory and Training Function

This area was evaluated by seeking answers to the following research/evaluation questions which were posed/developed by the evaluator, director, and the training team:

1. What kind of rapport exists between personnel at the replication and Headstart Centers with the training staff?
2. Are the teachers being supported in their efforts by their administrators?
3. Do the teachers have adequate availability of professional materials in the areas of bilingual and early childhood education?
4. Are the teachers using the responsive environment concept in their teaching including flexible room arrangements and learning centers?
5. Do the teachers have a knowledge of handicapping conditions?
6. Do the teachers know how to screen children?
7. How effective were the training workshops conducted at the parent center?
8. Are the teacher-aides effective in their role in the classroom?
9. Was the motor coach utilized effectively in the training program?
10. Do the teachers know how to treat children with special needs through direct services and/or referral?

11. Do the teachers relate educationally sound teaching techniques to the developmental level of the children?

12. Do the teachers employ individualized instruction to meet special needs of the students?

13. Do the teachers and aides know how to manage handicapped children?

14. Do "regular classroom" teachers know how to mainstream handicapped children?

A variety of measures were used to collect data to evaluate and answer the research/evaluation questions. These included: classroom visits using a specifically designed classroom observation form; site-visits with administrators, teachers, and aides; self-evaluation reports from the trainers; and a review of various types of records maintained by the training team.

Diffusion Function

This function pertained to the dissemination of various types of information, including services available, concerning the outreach activities.

These materials were subjectively evaluated by various members of the evaluation team.

Follow-Up Study of Former REPSAC Students

A basic concern to those who have worked in REPSAC and REEEP during the past several years is the status of former students now enrolled in public and private schools. This concern has generated a continuation of the follow-up studies of former REPSAC and REEEP students which were conducted in 1974-75, 1976-77*, and was again conducted at the end of the 1976-78 school year.

Projected Number of Students:

At the beginning of the 1977-78 school year, the number of students projected for the 1978 follow-up study were:

Grade Level	Estimated No.
1	10
2	8
3	11
4	12
5	14
6	2
TOTAL	57

*See Bibliography 11 and 12 for references to data for these years.

Procedure For Collecting Data.

Standardized tests were administered at the end of the 1977-78 school year to former REPSAC and REEEP students who were still attending some type of schools in the area of Clovis, New Mexico. The tests were administered to students who were in grades 2-6. The tests administered were the same instruments used in the former students' tenure in REPSAC or REEEP: therefore, test scores can be reviewed for over a span of years beginning 1971. The tests administered were as follows:

Peabody Picture Vocabulary Test (English version)
Peabody Picture Vocabulary Test (Spanish version)
Test for Auditory Comprehension of Language (Spanish version)
Heskey-Nebraska Test of Learning Aptitude (IQ)

Analysis

A time-series analysis was conducted on the test data in an effort to assess the test score statistics over a period of years. The specific element of the time-series used in analyzing these data was the "secular trend." This "line of best fit" method presents a basis for comparing the theoretical trend with the observed trend. (The specific program used is described in Statistic Package for the Social Sciences, version 6, Texas Tech University Computer Center).

SECTION III

EVALUATION DATA OF THE ADVISORY AND TRAINING FUNCTION

The advisory and training function of the outreach activities provided training to selected teachers and aides assigned to positions in early childhood education in certain public school systems and Head Start Centers in eastern New Mexico. The overall goal of the training was to provide staff development in the areas of assisting the trainees to be more aware of and to meet the needs of young children with special needs.

The outreach training team was originally planned to consist of an educational diagnostician, a speech therapist, a specialist in early childhood education, and various consultants on a part-time basis; however, because of some personnel resignations at the beginning of the year most of the training was conducted by the Consultant in Special Education. In addition to these teacher changes, the director of REPSAC (Ms. Gay Herman) resigned during this period and was replaced by Mr. Ted Olmos. Obviously, these personnel changes affected the capability of the outreach training. One major change was the cancellation of the series of six 5-day training workshops which were to be conducted during the year at the parent center.

Provided Outreach Services

The provided training consisted of the on-site training activities. The on-site training was facilitated by the use of the Mobile Learning Resources Center, a unique and specifically designed and equipped motor coach, as well as the rental of a station wagon. This training focused on staff development with much emphasis on the screening process for handicapped children. On-site training was provided to certain public/parochial school systems and Head Start Centers.

Public/Parochial School Systems

Seven public/parochial school systems, all located in isolated areas of eastern New Mexico, were provided various types of outreach services during the year. These services primarily were in the form of pre and posttesting, suggested remediation for children identified as having learning problems, and the distribution of educational materials. The school systems served were: House, Dora, Ft. Sumner, Floyd, Melrose, Grady, and Our Lady of Guadalupe (Clovis).

Head Start Centers

Three Head Start Centers, all located in isolated areas in eastern New Mexico, were provided various types of outreach services during the 1977-78 school year. These services were in the form of educational

testing, conducting workshops on the use of test instruments and instructional materials, and assisting in parent conferences concerning the results of diagnostic evaluations. The Head Start Centers served were: Carlsbad, Artesia, and Eastern Plains (Tucumcari).

Research/Evaluation Questions

The basis of the evaluation of the outreach training was established as the director and members of the outreach training team posed various questions they wanted answered by the evaluator during/after the training. The evaluation team used a variety of measures to collect data to answer these questions which included: classroom visits; site-visits with administrators, teachers, and aides; self-evaluation questionnaires from the trainers; and a review of various types of logs/records maintained by the outreach training team. The evaluation questions posed and answers found by the evaluation team were as follows:

Q1. - What kind of rapport exists between personnel at the public schools and Head Start Centers with the outreach training team?

> Based on information obtained from site-visits during and at the end of the training sessions, much evidence was found which indicated a continued excellent rapport between the two groups.

Q2. - Are the teachers being supported in their efforts by their administrators?

> Based on information obtained from site-visits during and after the training sessions and from self-evaluation questionnaires, evidence was found to indicate that the majority of teachers at the various schools/centers perceived that they were being supported in their efforts by their administrators. All of the administrators continued to view the training and results of the training in a positive way, especially the part pertaining to the screening of the children at the beginning of the school year.

Q3. - Do the teachers have adequate availability of professional materials in the areas of bilingual and early childhood education?

> During the site-visits, the evaluator continued to note at each school and center a lack of permanent materials (classrooms as well as professional library) pertaining to bilingual and early childhood education. However, teachers did have access to such materials as they could be borrowed from the Mobile Learning Resource Center. Very little change was noted in this area from previous years.

Q4. - Are the teachers using the responsive environment concept in their teaching including flexible room arrangements and learning centers?

Based on information obtained from site-visits, much improvement was noted in the area of organizing and using learning centers; however, the use of the responsive environment concept was not as noticeable as was in previous years.

Q5. - Do the teachers have a knowledge of handicapping conditions?

Based on the information obtained from site-visits and from self-evaluation questionnaires, the teachers indicated a sound understanding of handicapping conditions. Much improvement has been noted in this area in the past two years.

Q6. - Do the teachers know how to screen children?

Based on the information obtained from site-visits, the teachers continued to indicate a relatively high degree of understanding the process of screening the children. The Head Start teachers continued to reflect a need for additional training in the area of instructional planning after results of screening were known.

Q7. - How effective were the training workshops conducted at the parent center?

The series of six 5-day workshops scheduled during Nov 77-Apr 78 were canceled because of lack of trainers and facilities.

Q8. - Are the teacher-aides effective in their role in the classroom?

Based on information obtained from site-visits and self-evaluation forms, it was found that a majority of the teachers continued to believe that the teacher-aides were very desirable and effective in the classroom, especially those aides who are bilingual.

Q9. - Was the notor coach utilized effectively in the training program?

The Mobile Learning Resource Center (mobile coach) was used by the outreach training team as they visited the schools and Head Start Centers. This mobile van was stocked with an impressive variety and number of learning materials for the use at the various sites. The materials included:

Books for children - in both Spanish and English

Educational Activities: games, multi-media kits and equipment to help children learn specific concepts and skills

Records for children in Spanish, English, and English-Spanish

Teaching transparencies

Books for teachers and aides

Films and filmstrips for teachers and aides

Evaluation and screening instruments

All of the above materials were available at no charge to the schools and teachers participating in the outreach activities. The materials could be checked out for approximately two weeks or until the next visit of the Mobile Learning Resource Center.

During the 1977-78 school year, the Mobile Learning Resource Center (motor coach) as well as the rented station wagon was used in 23 visits to various public/parochial school systems and during 84 days in serving Head Start Centers.

Activities conducted during the visits to schools included: the screening of children; training of teachers and aides how to screen children, follow-through visits on the results of previous screening, checking out and demonstrating materials, and attempting to provide whatever services schools and teachers requested.

The evaluation team visited in the schools serviced by the Mobile Learning Resource Center and interviewed a number of administrators and teachers. In every case, the responses to the service and effect of the outreach activities continued to be very favorable. Many stated that without the service of the Mobile Learning Resource Center, they would be unable to help their handicapped young children.

Based on these data, it was concluded that the motor coach was effectively utilized in the training function.

Q10. - Do the teachers know how to treat children with special needs through direct services and/or referral?

Based on information obtained from site-visits and self-evaluation reports, it was found that a majority of the teachers knew how to treat children with special needs including the referral process.

Q11. - Do the teachers relate educationally sound teaching techniques to the developmental level of the children?

(See Answer to Q12.)

Q12. - Do the teachers employ individualized instruction to meet special needs of the students?

Limited amount of training was provided in this area because of lack of trainers; therefore, no effort was made to seek an answer to these questions.

Q13. - Do the teachers and aides know how to manage handicapped children?

Based on the information obtained from site-visits and self-evaluation reports, it was found that the majority of teachers know how to manage handicapped children.

Q14. - Do "regular classroom" teachers know how to mainstream handicapped children?

Training was not provided in this area; therefore, no effort was made to seek an answer to this question.

Strengths and Weakness of the Training

Another measure used in the evaluation of the outreach training and services was for the outreach training team and members of the evaluation team to list the strengths and weaknesses of the training and services as they preceived them. The following is a summary of such lists:

Strengths

1. The identification of handicapped children at the various schools. All of the schools are located in isolated/rural areas in eastern New Mexico. Such sites have a limited number, if any, of professional personnel to provide such services.

2. Outreach services provided an excellent assortment of early childhood educational materials to the various public schools which have limited resources.

3. The excellent rapport which existed between the outreach personnel and teachers at the various schools and centers.

4. The referral process, after early identification, for certain children to specialists, agencies, etc. for special evaluations/medical exams.

5. The Mobile Learning Resource Center (motor coach) which gave the project the capability to take the needed training to the schools/centers which are located in isolated areas of eastern New Mexico.

6. The opportunities which were provided for many teachers to see and receive information about a wide variety of early childhood and bilingual materials as well as an opportunity to check out materials for classroom use.

7. The effective organization and preplanning of the outreach visits.

8. The counseling sessions with the parents after the administration of the screening tests.

Weaknesses

1. During the past two years, the outreach training team consisted of 3-4 educational specialists but this year the team consisted of only the consultant in Special Education.

2. The outreach training probably spent too much time testing children and not enough time was available for working with the weaknesses.

3. There was not enough time available for the one trainer to work with the Head Start Centers in showing and providing early childhood educational materials.

4. The cancellation of the six 5-day workshops scheduled at the parent center.

5. A continued lack of materials for adequate dissemination concerning information about the project/services.

SECTION IV

EVALUATION DATA CONCERNING THE DIFFUSION FUNCTION

The diffusion function of the outreach activities pertained to the dissemination of information concerning the operation of REPSAC and the outreach services. Various types of information were disseminated by such means as described in the following paragraphs.

The director and members of the external evaluation team made various types of presentations concerning the project, including outreach services, at the: annual meeting of the Bilingual Education Association, Honolulu, Hawaii, April, 1978; annual meeting of the American Educational Research Association, Toronto, Canada, March, 1978; and to various graduate level education courses at Texas Tech University and Eastern New Mexico University.

The project used various types of students during the year which disseminated a considerable amount of information. The types of students were: student teachers from Eastern New Mexico University; graduate internship students from Texas Tech University; and high school students from the local high school in Clovis (Home Economic/Early Childhood Education).

Progress reports were submitted to the local central administration, school board, local area news media, the State Department of Education, and the U.S. Office of Education.

Also, the various year-end evaluation reports both for REPSAC/REEEP and Outreach Activities, were submitted and accepted into the Education Resources Information Center (ERIC). These evaluation reports (1971-78) are available from ERIC and are listed in the Bibliography (4-13).

Based upon the quantity and quality of these disseminated materials, it was concluded that the dissemination activities/materials were adequate.

SECTION V

FOLLOW-UP STUDY OF FORMER REPSAC STUDENTS: 1971 - 1978

The basic assumption on which an early intervention program, such as REPSAC, is based is that stimulation for children who possess characteristics not conducive to school achievement will increase their chances of achieving in the regular school program. REPSAC, a planned intervention program for "high risk" Spanish-American pre-school children, was developed and has been operating to offer 3-, 4-, and 5-year-old children educational and social stimulation designed to assist them to achieve in school.

Purpose

The purpose of this follow-up study is to test this assumption in the case of children who attended REPSAC during the years 1971-1974. More specifically, the study attempted to answer the following questions:

1. What type of changes in learning aptitude, language development in English, and language development in Spanish have occurred from time of entry into REPSAC to the end of the regular school year 1978?

2. What is the status of former REPSAC students with regard to:

   a. Grade placement
   b. Promotion/retention
   c. Special assistance

Subjects

Subjects for the study (first group) were 29 former REPSAC students currently living and attending school in Clovis, New Mexico. Of the 29 students included in the study, 11 were in the fourth grade, 12 were in the fifth grade, 3 were in the sixth grade, and 3 were in special education.

Procedure

The procedure for this study consisted of the following steps:

1. Identifying the former REPSAC students by location and grade level. This step was accomplished by the project staff.

2. Testing students (first group) who were in the fourth, fifth, and sixth grade during the 1977-78 school year. The instruments used were the same as those used in the previous evaluations of REPSAC. The tests used were: the Hiskey-Nebraska Test of Learning Aptitude and the Peabody Picture Vocabulary Test (English and Spanish versions).

Data were analyzed by descriptive measures and by use of a trend analysis.

Findings

The findings were as follows:

1. Performance of the former REPSAC students tested indicated that:

   a. Learning aptitude scores (IQ) have remained relatively stable from the initial testing in the Fall of 1971 to the testing in the Spring of 1978. The slight decline following the Spring 1975 testing appears to have reversed toward the trend line.

   b. Language development scores in English gained substantially after the first year of intervention and again at the end of the second year of intervention. From the REPSAC exit point in the Spring of 1973, a slight but consistent increase in scores has been noted.

   c. Language development scores in Spanish have shown the greatest amount of fluctuation since the initial testing in 1971. From the REPSAC exit point in the Spring of 1973, a steady decline was noted. A substantial increase occurred after testing in Spring, 1977 but returned to the previously noted decline after Spring, 1978 testing.

   These data are depicted in Table 1 and Figures 1, 2, and 3.

2. The data indicate that 26 (90%) of former REPSAC students are in regular classrooms and 3 (10%) in special education classes. Two of the 26 students have been retained one grade and 5 students have required special assistance.

   These data are depicted on Table 2 on the following page.

TABLE 1

MEAN TEST SCORES OF FORMER REPSAC STUDENTS: 1971 - 1978

TEST	FALL 71	SP. 72	FALL 72	SP. 73	SP. 75	SP. 76	SP. 77	SP. 78
HISKEY (IQ)	89.00	98.71	94.64	99.45	99.65	99.10	96.53	98.12
PEABODY (ENGLISH)	27.82	41.94	40.45	59.82	60.82	63.55	66.00	73.35
PEABODY (SPANISH)	16.94	28.53	28.09	66.64	59.76	58.45	74.88	61.77

TABLE 2

CURRENT STATUS OF FORMER REPSAC STUDENTS

STATUS	TYPE	NUMBER	PERCENTAGE
Grade Placement	Regular	26	90
	Special	3	10
Promotion/ Retention	Promoted	27	93
	Retained	2	7
Special Assistance	Yes	5	17
	No	24	83

FIGURE 1

LANGUAGE DEVELOPMENT SCORES IN SPANISH OF FORMER REPSAC STUDENTS, 1971-1978, ORIGINAL DATA AND TREND LINE

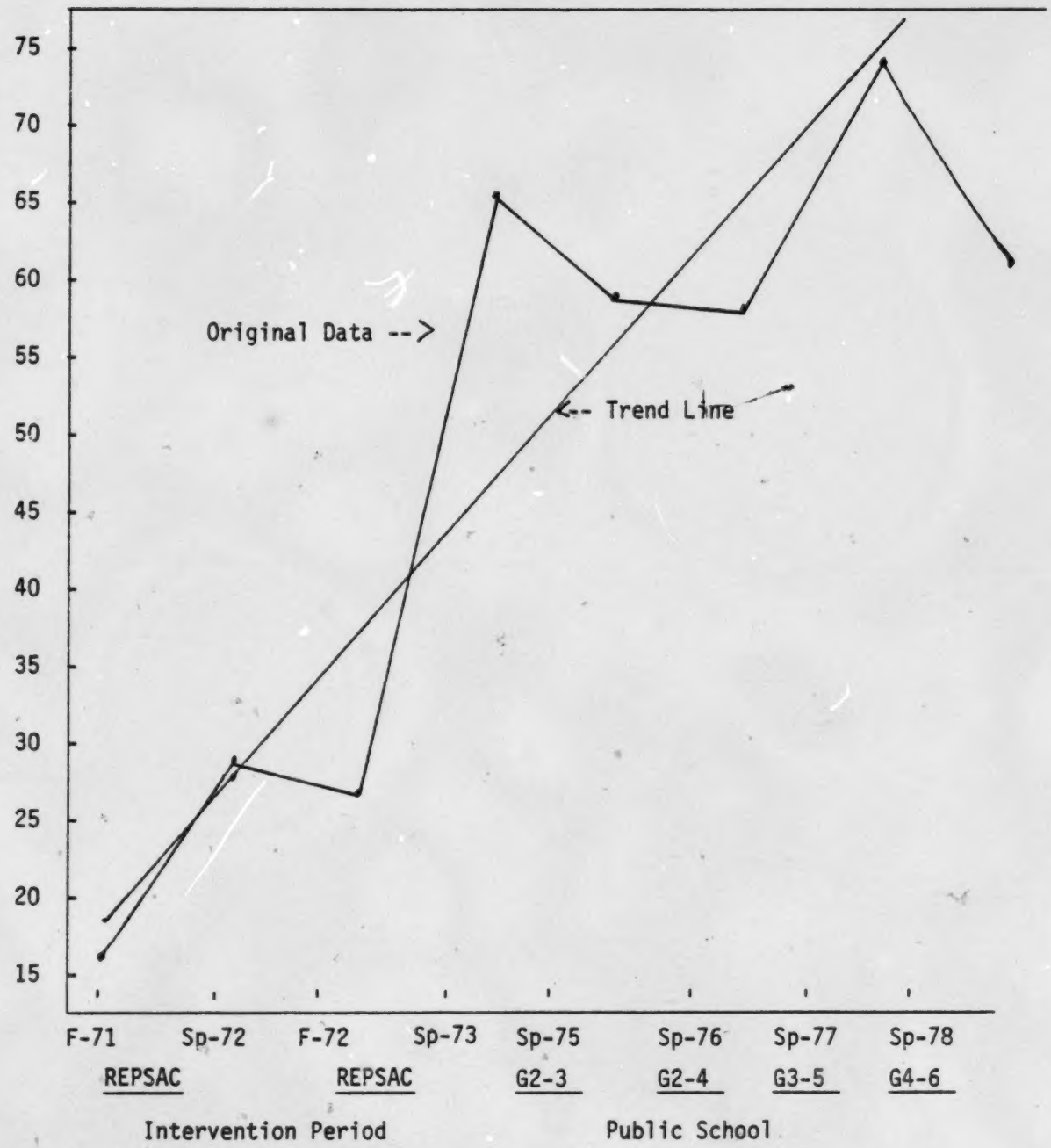


FIGURE 2

LANGUAGE DEVELOPMENT SCORES IN ENGLISH OF FORMER REPSAC STUDENTS, 1971-78, ORIGINAL DATA AND TREND LINE

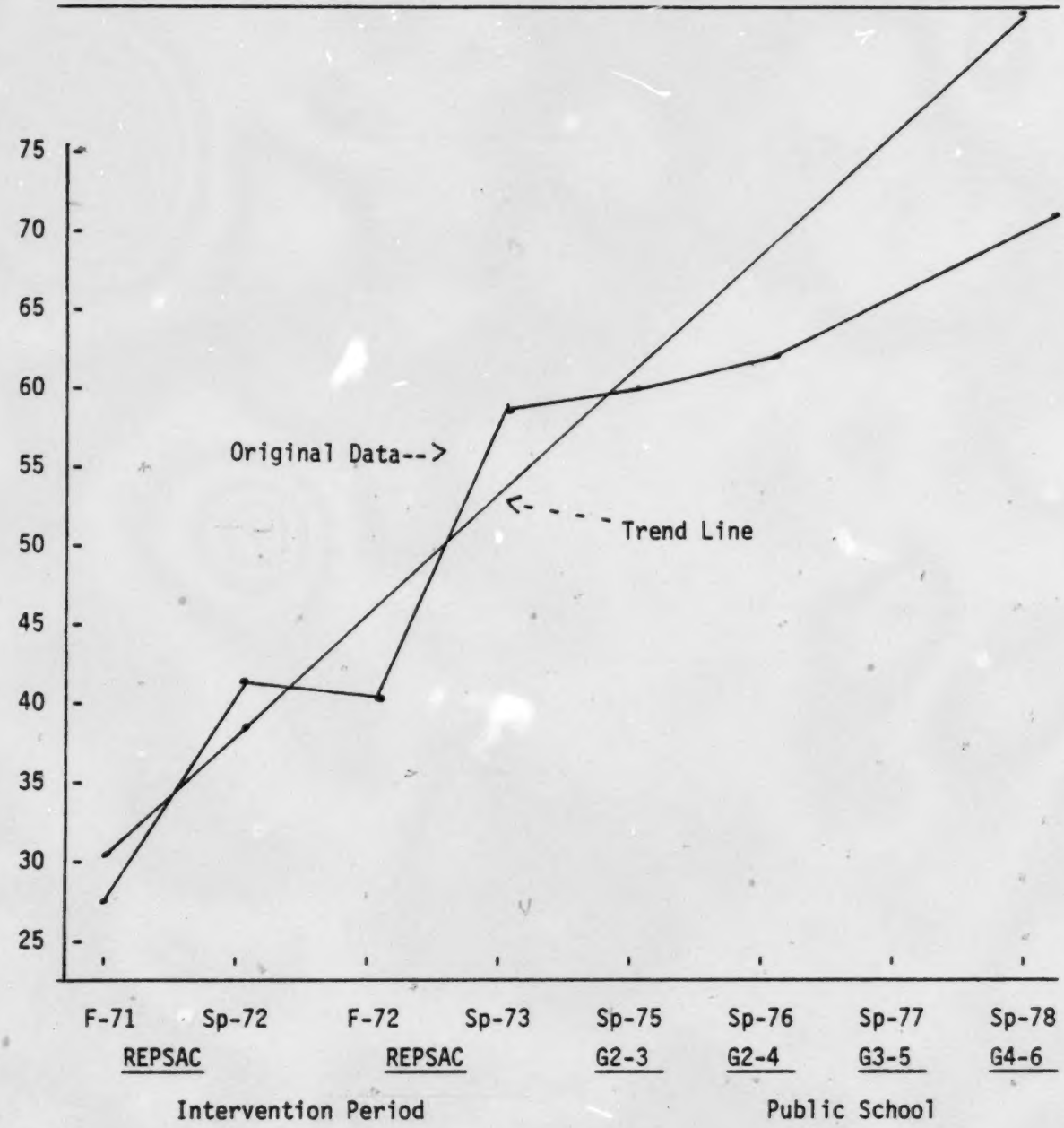
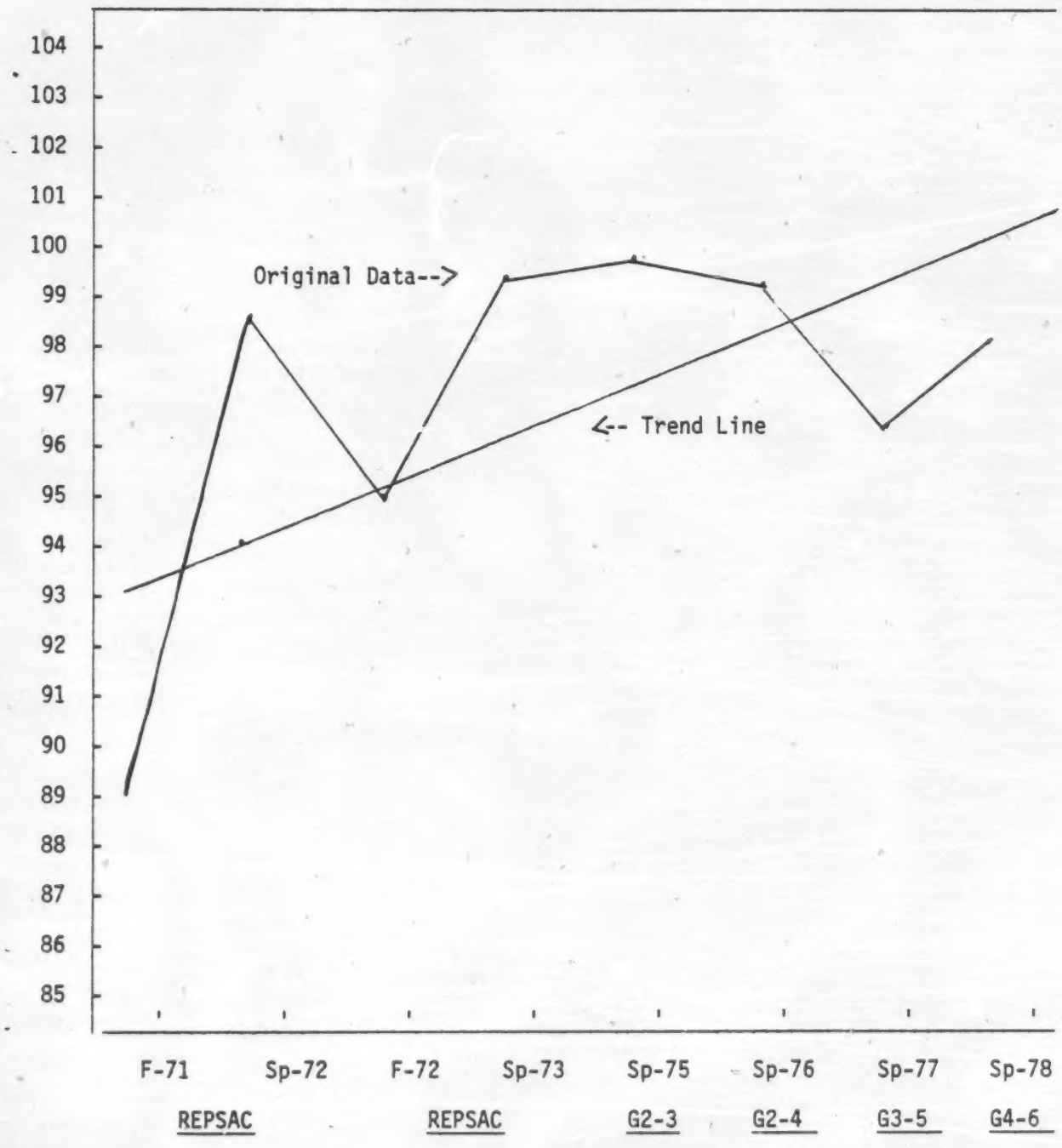


FIGURE 3

LEARNING APTITUDE SCORES OF FORMER REPSAC STUDENTS
1971-78, ORIGINAL DATA AND TREND LINE



Conclusions

From the data obtained and analyzed for this study, the following conclusions appear warranted:

1. In general, the former REPSAC students are performing very well in the regular school program. The majority of the students have followed regular grade placement, been promoted, and required little help.

2. Based on the test information and analysis, the trend toward a decline in Spanish has reoccurred, the trend toward an increase in English remains and the definite leveling of measured aptitude seems apparent.

Second Group of Follow-Up Students

Beginning in the Spring 1977, data were obtained on a second group of former REPSAC students. The same instruments for English, Spanish, and learning aptitude were used.

Seven students were tested in 1977 and 10 in the Spring of 1978. The data indicate a similar pattern as the first follow-up group, showing a substantial, but smaller, increase on all three measures after intervention. However, performance during the second and third year of school is lower than for the first group, at the same point of measurement.

SECTION VI

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of adding the outreach activities to the parent center (REPSAC) was to give the project the capability to provide various services to local education agencies requesting such services. In general, the services provided were testing of children, suggested remediation for children identified as having learning problems, distribution of learning materials, conducting workshops on the use of test instruments and teaching materials, and assisting in parent conferences concerning the results of diagnostic evaluations. During the 1977-78 school year, the training team consisted mainly of the consultant in Special Education. The outreach activities were designed to have three major functions: advisory/training, diffusion, and evaluation.

The advisory/training function was conducted on-site at seven public schools and three Head Start Centers. The on-site training/services was facilitated by the use of the Mobile Learning Resource Center, a unique and specifically designed and equipped motor coach.

The diffusion function was the dissemination of information concerning the project and outreach services. This was done primarily through: news releases; presentations at local, state, and national level professional organizations; use of student teachers and internships; contacts with schools; project reports; and publication of the evaluation reports.

The evaluation function was conducted internally and externally. Internal evaluation was conducted by the director and the outreach training staff. External evaluation was conducted by an outside evaluation team which consisted of various faculty members of the College of Education, Texas Tech University.

The evaluation design for the advisory/training function consisted of 14 research/evaluation questions. The evaluation design for the diffusion function consisted of subjectively evaluating the quantity and quality of the disseminated materials.

In addition, the external evaluation for the 1977-78 school year consisted of a follow-up study of former REPSAC students who were, this year, in grades 1-6.

Findings

The major findings of this evaluation study, including the follow-up study of former REPSAC students, were:

1. Available outreach services were curtailed considerably because of the reduction in the number of trainers. Also, this was the major reason for the cancellation of the six workshops.

2. Excellent rapport continued to exist between the outreach personnel and personnel at the public schools and Head Start Centers.

3. The administrators at the public schools and Head Start Centers continued to view the training/services in a very positive way, especially the part pertaining to the screening of the children.

4. Outreach services provided much needed early childhood educational materials to some public schools which had very limited resources.

5. The teachers continued to demonstrate a relatively high degree of understanding of handicapping conditions and knew how to adequately screen the children.

6. The Mobile Learning Resource Center, the motor coach, was an important element of the provided services and was effectively used during the year.

7. Compared to previous years, the number and type of dissemination activities declined: however, the dissemination activities were found to be adequate considering that this was the last year of operation of the project.

8. As pertains to the follow-up study of former REPSAC students, test performance of the students who were this year in grades 1-6 indicated that:

a. Learning aptitude scores (IQ) have remained relatively stable from the initial testing in the Fall of 1971 to the testing in the Spring of 1978. The slight decline following the Spring of 1975 testing appears to have reversed toward the trend line.

b. Language development scores in English gained substantially after the first year of intervention and again at the end of the second year of intervention. From the REPSAC exit point in the Spring of 1973, a slight but consistent increase in scores has been noted.

c. Language development scores in Spanish have shown the greatest amount of fluctuation since the initial testing in the Spring of 1973; a steady decline was noted. A substantial increase occurred after testing in Spring of 1977; but returned to the previously noted decline after the Spring of 1978 testing.

d. Ninety percent of former REPSAC students are in regular classrooms and 10% in special education. Two of the 26 students have been retained one grade and 5 students have required special assistance.

Conclusions

Based upon the findings of this evaluation study, the major conclusions were:

1. The advisory and training function of the outreach activities operated on a reduced scale than previously planned; however, the services which were provided were extremely effective and beneficial. This training/services, with the Mobile Learning Resources Center, made it possible for the participating public schools and Head Start Centers to assist their young and handicapped children. Without these services, such assistance would have been impossible because of the schools and Head Start Centers served were located in rural and isolated areas in eastern New Mexico.

2. The diffusion function provided the necessary dissemination of the outreach activities.

3. The follow-up study of the former REPSAC students indicated that:

   a. In general, the former REPSAC students are performing very well in the regular school program. The majority of the students have followed regular grade placement, been promoted, and required little help.

   b. Based on the test information and analysis, the trend toward a decline in Spanish has reoccurred; the trend toward an increase in English remains and the definite leveling of measured aptitude seems apparent.

4. The consultant who provided most of the training/services was extremely dedicated and committed to the task of serving the needs of the participating schools.

5. Ample evidence was found to conclude that the outreach activities functioned as planned, on a reduced scale, and in accordance with the approved proposal document during the period of July 1, 1977-May 31, 1978.

Recommendations

Based upon observations, site-visits, findings and conclusions of this study, the following suggestions or recommendations were made:

1. That the outreach staff be commended for their excellent and needed services provided to the various public schools and Head Start Centers.

2. That a concentrated effort be made immediately to organize another program similar to REPSAC/REEEP with outreach services so that such schools which have been serviced can continue to be provided with such needed professional services.

3. That the equipment and materials which were procured for the project and outreach activities be correctly inventoried and a correct disposition of same be made. It is further suggested that the materials be used in the manner for which they were originally intended.

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